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ABSTRACT

This book shows teachers how they can channel children's kinesthetic language into constructive learning experiences, demonstrating what a natural route physicality can be to content-area instruction. The book introduces elementary teachers to the process of identifying, creating, and implementing lessons that encourage students to learn by using their bodies as well as their minds. It covers a range of subjects (and offers lesson plans) that includes science, math, language arts, history, conflict resolution, and more. Through the use of specific examples, the book illustrates the benefits of physicalizing academic concepts, including how movement: makes learning tangible, accessible, and memorable; cultivates critical thinking and the use of higher-level thinking skills; demands both individual decision making and group interaction; encourages students to make use of their own experiences and observations as a foundation for knowledge; and stimulates creative and dynamic energy in the classroom. The book can be used as a resource by both preservice and inservice teachers, since it offers practical advice and support for teachers who have no experience with movement and inspiration for those who already use movement in the classroom but are looking for new and imaginative ways to transform lessons into creative kinesthetic experiences. Appendixes contain stories that move people; suggested music selections to accompany kinesthetic lessons; and a list of books, both reference texts and children's literature, for reading. (NKA)

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